DOCUMENT RESUME

ED 102 339 CE 003 040

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TITLE The Ohio Career Development Program: Concepts, Terms and Definitions for Inservice Education.
INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE May 74
NOTE 29p.; Color page altered to make it reproducible; For other documents relating to the Ohio Career Development Program see CE 003 041-2

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Career Education; Conceptual Schemes; *Definitions; *State Programs
IDENTIFIERS *Ohio Career Development Program

ABSTRACT

The concepts, terms, and definitions as stated indicate the current level of conceptualization and implementation of the Ohio Career Development Program--a Statewide program for grades K-10. The concepts explained are: the career education program in Ohio, career orientation, career exploration, self, individual and environment, world of work, economics, education and training, employability and work adjustment, and career decision making. Thirty-two career development terms are defined in short paragraphs. The 10-page appendix includes the U. S. Office of Education job clusters; a cubistic view of the Ohio career development program model; conceptual framework parameters; a working model for writing behavioral objectives; and three examples of developmental, behavioral, and program objectives for self. (AG)

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THE OHIO CAREER DEVELOPMENT PROGRAM

CONCEPTS, TERMS AND DEFINITIONS FOR INSERVICE EDUCATION

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May, 1974

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THE OHIO CAREER DEVELOPMENT PROGRAM

CONCEPTS, TERMS AND DEFINITIONS FOR INSERVICE EDUCATION

Preface

The purpose of this product is to provide educators, responsible for preservice and inservice education related to career education, with a concise and comprehensive dictionary of concepts and terms which reflect and serve the purposes of the Ohio Career Development Program.

The concepts, terms and definitions in this dictionary indicate the current level of conceptualization and implementation of the Ohio Career Development Program. It must be recognized that due to the rapid development of career education, the terms and definitions will need frequent updating and refining.

It is hoped that this document will be a valuable contribution to the continuing development of career education programs in Ohio schools.

AN OVERVIEW OF OHIO'S CAREER DEVELOPMENT PROGRAM

In the late 1960's the Ohio State Department of Education, and in particular the Division of Vocational Education, recognized the need of career education for the students of Ohio. The Division of Vocational Education took the initiative in gathering together funds and in stimulating local support for the design and implementation of career education projects.

After several years of exploring three kinds of career education projects--one for students in grades kindergarten through 6, one for junior high school students in grades 7 and 8, and one for high school students in grades 9 and 10--the Division decided to combine all projects in grades kindergarten through 10 under one umbrella called the Career Development Program. In the spring of 1972, thirty-nine school districts submitted proposals to the state for implementing articulated career development programs for grades K-10. The first year of the Ohio Career Development Program officially began when twenty districts were selected and started in September, 1972. For the 1972-73 school year these 20 programs involved 128,769 students K-10 which comprised approximately 6 percent of Ohio's public school student population. In September of 1973, the Ohio program was expanded to 34 school districts. For the 1973-74 school year these 34 programs involve 168,374 students which comprises approximately 7 percent of Ohio's public school student population.

It is the goal of the Division of Vocational Education, State Department of Education, to provide a Career Development Program to all of Ohio's two million students by 1983.

Ohio's Career Development Continuum

CAREER EDUCATION is a comprehensive educational program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community and teaches from preschool through adulthood.

The entire career education concept is based upon the theory that vocational maturity can develop at the same time as, and is more similar to, the development of each student's self-concept. Because these simultaneous patterns of development consist of a broadening awareness of self and the world of work, the Ohio Department of Education depicts the process of career education as being of [illegible] design. The graphic representation, shown in Figure 1, is presented to aid school personnel in understanding this approach. The reverse side of Figure 1 defines Career Education as it is being developed in Ohio and contains a simplified description of the phases which comprise a total career development program.

Ohio's 9-12 Career Development Program

The OHIO CAREER DEVELOPMENT PROGRAM is that part of the total Career Continuum Program designated 9-12, including Career Motivation from 9-6, Career Orientation from 7-8, and Career Exploration from 9-10. These programs prepare the student to make choices for vocational or pre-professional preparation in grades 11-12.

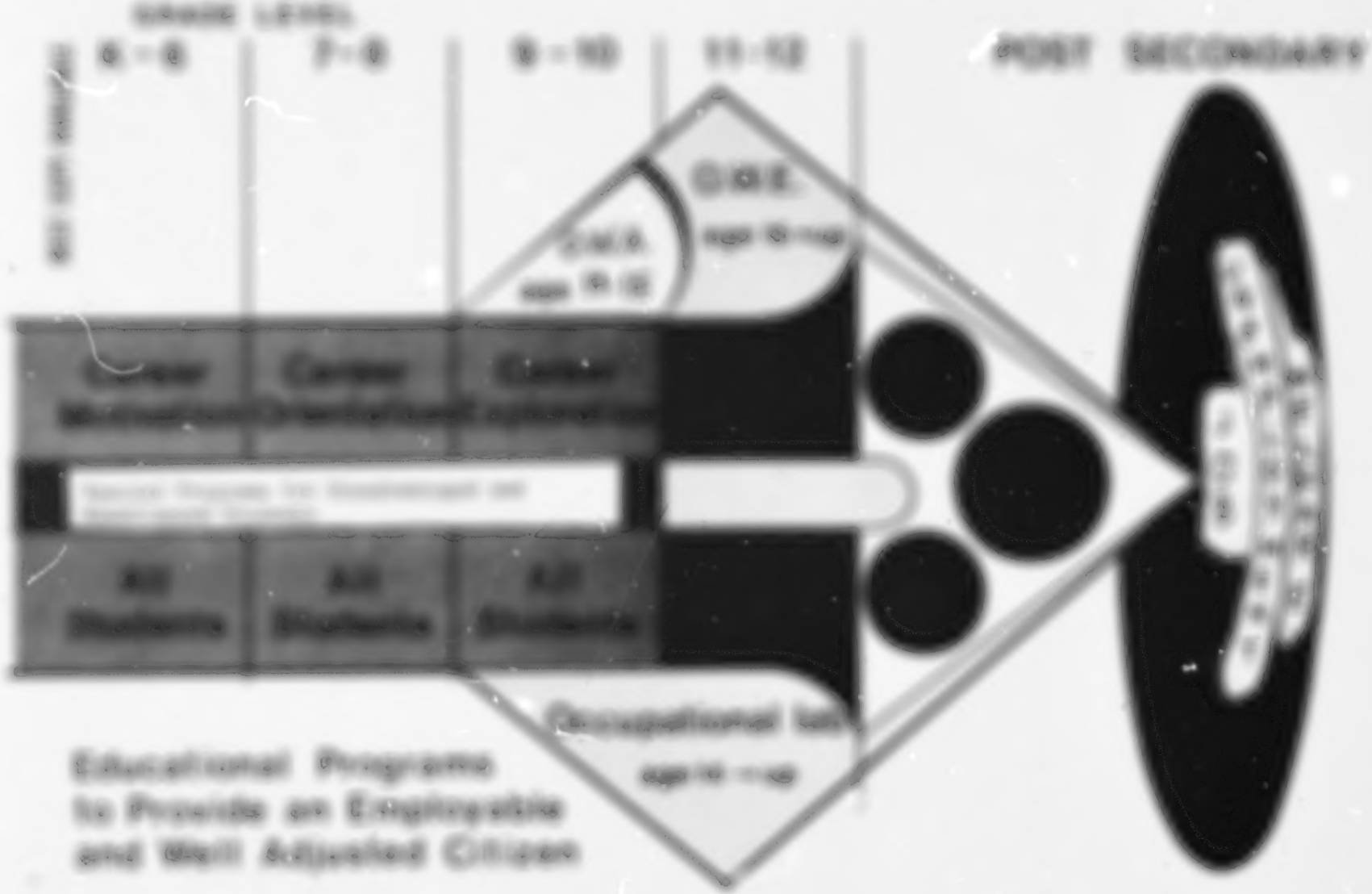
A description of the major objectives and activities that occur at each of the three components of the Career Development Program follows:

CAREER MOTIVATION INTERMEDIATE - PHASE II

The goals of this phase of the developmental continuum are to help children develop an appreciation of themselves, the world of work, and their place in the world of work; to help students develop an appreciation for all work; and, to help students develop motivation to be a part of the world of work. The 9-6 Career Motivation Program is based on the belief that every healthy individual is at work at something. Work, at this level, is defined as accepting responsibilities which require that tasks be completed. These activities may be engaged in by a child either at home or in school. Thus, the Career Motivation Program has special meaning for the child in his development as a person. Through its framework, students are afforded opportunities to develop a sense of personal industry, as opposed to developing a sense of inferiority; and, through these experiences, they, hopefully, begin to assess the power of their will and their own efforts as individuals.

OHIO STATE DEPARTMENT OF EDUCATION DIVISION OF VOCATIONAL EDUCATION

OHIO'S CAREER DEVELOPMENT CONTINUUM



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Appendix C: Cross-Jurisdiction Data

Section 1: Overview

The Appendix C cross-jurisdiction dataset covers the period 1 January 2019 to 31 December 2024 and records 14,312 enforcement actions across 11 jurisdictions. Each row represents one actionable enforcement event. Rows are sorted first by jurisdiction, then by date within jurisdiction. Dates are in ISO 8601 format. Currency values are in the local currency of the jurisdiction unless otherwise stated.

Section 2: Data Quality

The following jurisdiction-specific limitations apply to the dataset. Jurisdiction 7 (Ashford) reporting ceased in March 2021 and resumed in January 2023; the gap is retained in the dataset and flagged in the `reporting_gap` field. Jurisdiction 9 (Vellmar) reports only enforcement actions above a minimum threshold of 50,000 local currency units; smaller actions are not recorded. Jurisdiction 11 (Tarnholm) reporting is voluntary and covers approximately 60% of actions in the jurisdiction's regulatory perimeter. Cross-jurisdiction comparisons should be made only after applying the filters described in Section 3.

Section 3: Analysis

The dataset supports three primary analyses. First, jurisdiction-level enforcement intensity, measured as actions per 100,000 entities per year, allows comparison of regulatory activity across jurisdictions of different size. Second, time-to-resolution analysis, using the `opened_date` and `closed_date` fields, allows comparison of enforcement speed. Third, penalty-to-revenue analysis, using `penalty_local` and `revenue_local`, allows comparison of deterrence effect. Each analysis should be run separately for each jurisdiction before any pooled estimate is reported.

Section 4: Methodology Notes

The dataset was compiled by the Secretariat of the Cross-Jurisdiction Enforcement Data Working Group between September 2024 and February 2025. Primary data was collected from each jurisdiction's enforcement register and cross-checked against secondary sources where available. Discrepancies between primary and secondary sources were resolved in favor of the primary source and recorded in the `notes` field. Inter-rater reliability for the coding of `sector` and `violation_type` was assessed on a sample of 1,200 records and exceeded 0.91 Cohen's kappa.

Section 5: Limitations

The dataset does not record the identity of the entities subject to enforcement, only a sector classification. It does not record the outcome of appeals or judicial review. It does not record the duration of ongoing investigations that have not yet produced a closed action. The dataset is not a complete record of all enforcement activity in any jurisdiction; it records only actions that were formally recorded by the jurisdiction's enforcement register.

CAREER EXPLORATION

The 9-10 component of the Ohio Career Development Program which provides all students with the opportunity to gain first hand experiences with several career opportunities consistent with individual interests and abilities.

DEVELOPMENTAL AREAS OF CAREER DEVELOPMENT

Seven areas of educational experiences which constitute a good summary of the basic conceptual elements of career education. Each element represents a complex area where career education can and should occur. These are:

Self
Individual and Environment
World of Work
Economics
Education and Training
Employability and Work Adjustment
Career Decision Making

CONCEPTUAL FRAMEWORK PARAMETERS

The essential components for guiding the implementation of career development programs into educational programs. The Conceptual Framework Parameters for Ohio Career Education Program Development (See Appendix C) serves as a broad set of guidelines for program development.

RATIONALE

The belief systems upon which an educational program is based. It is the broadest guideline for program development and provides the theoretical base upon which goals, objectives and activities can be developed.

GOAL

An end toward which educational effort is directed. In the Ohio Career Development Program the general goals under consideration are Educational Goals, Career Goals and Personal-Social Goals, with specific emphasis focused on Career Development.

INDIVIDUAL DEVELOPMENT

A major conceptual parameter of a total Career Development Program consisting of those developmental objectives, behavioral objectives, and activities designed to act upon the developmental needs of the individual.

DEVELOPMENTAL OBJECTIVES

The broad, generally stated, overall objectives for the individuals in the program. They are not intended to be measureable, but only to give direction to the scope, sequence and level of the program (See Appendix B).

LEVELS OF DEVELOPMENTAL OBJECTIVES

Developmental objectives are written at three levels: knowing, accepting and affirming. These three levels correspond to the levels of awareness, appreciation and motivation, or cognitive, affective and psychomotor. These levels represent a sequence by which a person becomes aware of himself or his environment, internalizes and acts out what he learns.

BEHAVIORAL OBJECTIVES

Clearly indicates what the student who has achieved the objective will be able to do. In addition, the objective specifies in measureable terms the conditions under which the student is expected to perform and the extent or degree of excellence associated with mastery or achievement (See Appendix D).

TAXONOMIES OF BEHAVIOR

Refers to the cognitive, affective and psychomotor domains, each of which has a hierarchy of variables from simple to complex.

COGNITIVE DOMAIN

That domain dealing with recall and recognition of facts as they pertain to the following six variables:

1. Knowledge--involves the recognition and recall of facts and specifics.

2. Comprehension--the learner interprets, translates, summarizes, or paraphrases given material.

3. Application--involves the use of material in a situation which is different from that situation in which was originally learned.

4. Analysis--involves separating a complex whole into its parts, until the relationship among the elements is made clear.

5. Synthesis--involves combining elements to form a new original entity.

6. Evaluation--involves acts of decision-making, judging, or selecting based on a given set of criteria. (These criteria may be objective or subjective.)

AFFECTIVE DOMAIN

That domain dealing with feelings, valuing as characterized by the description of the following variables:

1. Receiving--the learner is aware of or is passively attending to certain phenomena and stimuli (i.e., listening).

2. Responding--the learner complies to given expectations by attending or reacting to certain stimuli or phenomena (i.e., interests).

3. Valuing--the learner displays behavior consistent with a single belief or attitude in situations where he is not forced to comply or obey (i.e., internal commitment consistent with external behavior).

4. Organization--the learner is committed to a set of values as displayed by his behavior (i.e., successful internalization of values).

5. Characterization--the total behavior of the learner is consistent with the values he has internalized (i.e., philosophy of life--totally behaving as you believe).

PSYCHOMOTOR DOMAIN

That domain dealing with manipulation and performing of observable skills to a degree or proficiency as characterized by the description of the following five variables:

1. Perception--involves the sensory reception of stimuli, e.g., hearing sounds and words, seeing forms and actions, touching or feeling texture, tasting, smelling. Tends to build sensory awareness.

2. Imitation--duplicating an action or behavior in response to perceived stimuli. The individual can display the sensory and motor actions required to repeat an act. Tends to build skill conformity.

3. Manipulation--using sensory and motor actions to respond in an analogous or similar situation in which it was imitated. Shows coordination of sensory and action skills. Tends to build skill recognition.

4. Performance--the individual functions or operates independently of manipulation. Applies sensory and motor skills as a matter of habit or matter of intent. The individual can function in a variety of situations dissimilar to those of manipulation. Tends to build skill independence.

5. Perfection--the individual exhibits a high degree of sensory and motor skill, expertise, sensitivity, and artistry in his performance. Tends to exhibit high level capabilities.

CAREER DEVELOPMENT ACTIVITIES

Planned, curriculum based experiences which provide for the student's career development. They are dictated by developmental and behavioral objectives and comprise the student's learning situation.

LEVELS OF ACTIVITIES

Classification of activities by three main levels--Vicarious, Simulated, and Experiential. Each level provides a higher degree of reality testing than the previous.

Experiential

Work/Task Experiences - Group and Independent
Guided/Directed Activities
Use of Learning/Task/Job Tools
Work Setting Observations
Projects
Field Trips

Simulated

Simulated Work Environment

Interest Centers	Storage Areas
Class Library	Exploration/Observation Center
Art/Crafts Corner	Sandtables
Workbench	Water Play Areas
Math/Reading Centers	Schoolgrounds

Simulated Work Situations

Gaming	Rhythms
Role Playing	Puppetry
Dramatization	Individual Skill Activities
Pantomime	Planning/Discussion Groups

Computer Based Activities

Interviews with Experts

Application, Testing Activities

Experiments	Inventions
Puzzles	Constructions
Projects	Problem-Solving Activities

Vicarious

Audio Visual Aids

Films, Filmstrips, Loopfilms	Television, Radio
Slides	Bulletin Boards
Camera, Photographs	Chalkboard
Study Prints, Pictures	Flannelboards
Cartoons	Dioramas, Murals
Tapes	Exhibits, Displays
Transparencies	Collections, Hobbies
Artifacts/Realia	Mobiles
Models, Reproductions	Recordings

Publications

Books	Diaries, Scrapbooks
Posters	Brochures, Monographs
Newspapers	Magazines, Journals
Charts, Diagrams, Graphs	Telephone Directory

PROGRAM DEVELOPMENT

A major conceptual parameter of a total Career Development Program consisting of those program objectives, strategies and activities which specify what the program will provide to intervene or act upon the developmental needs of the individual.

PROGRAM OBJECTIVES

Those objectives which specify actual program components, resources, learning activities and personnel considered essential to the attainment of individual program objectives.

PROGRAM STRATEGIES

Those methods of instruction and teaching skills that have been identified as necessary to successfully teach career development activities and implement career development programs.

OUTCOMES

These represent the far-reaching goals of the program and are described in two dimensions--Optimum Individual Outcomes and Optimum Program Outcomes. These outcomes differ from evaluation outcomes which are interspersed throughout the program.

INTEGRATION

The process of fusing current discipline goals and content with career development goals and content to deliver a comprehensive career development program.

WORK

To perform or carry through a meaningful task with responsibility to a satisfactory completion.

TASKS

A logically related set of actions required for the completion of a job objective.

OCCUPATION

The principal means by which individuals perform in one's life work.

CAREER IDENTITY

Integration of perceptions of self with meaningful career choice.

LEISURE

Freedom from required effort. It may be filled with activity which has its reward in the doing rather than in the end product. Leisure is non-employed activity and is often called play. It is frequently associated with the terms "amusement" and "recreation."

GUIDANCE PROGRAM

A coherent system of coordinated services which provide a developmental continuum from grades K-12 to facilitate a student's educational, personal and career development.

APPENDIX A

THE FIFTEEN UNITED STATES OFFICE OF EDUCATION JOB CLUSTERS

The United States Office of Education has developed the job clusters or job families as a means of classifying jobs. Almost all persons can be classified in one of the following clusters:

Agri Business and Natural Resources

Environment

Health

Marine Science

Communications and Media

Business and Office

Marketing and Distribution

Public Service

Transportation Service

Personal Service

Consumer and Homemaking Education

Hospitality and Recreation

Fine Arts and Humanity

Manufacturing

Construction

APPENDIX D

A CONCEPTUAL MODEL OF THE [illegible] CAREER DEVELOPMENT PROGRAM [illegible]

The diagram presented in Figure 1 provides an additional concept paper [illegible] and can clear the concepts of this publication. This geometric representation of the [illegible] model outlines a developmental continuum divided into three levels: elementary school, middle school or junior high school, and senior high school. The horizontal dimension includes seven career development program areas: individual and environmental models of work, self, education and training, opportunities and self-alignment, acquisition and occupational decision making. The vertical dimension includes three levels of developmental objectives: knowledge, acceptance and affirmation.

The advantages of viewing the [illegible] model in this manner are those of comprehending interrelationships and focusing upon specificity. Both will be seen to interrelationship in the other units in terms of grade levels, developmental areas and developmental objectives levels. Thus, the career development program planners and/or the program implementors can keep aware of the interrelationships between grade levels, between grade levels and the seven career development program components, and among developmental objectives levels at each grade level for each component. In the planning [illegible] of assessment and feedback that the accomplishment of program objectives or improvements are to be observed at appropriate junctures. Figure 1 delineates the interrelationship of behavioral objectives and program objectives. The diagram illustrates how one unit can be applied and its implications.

[illegible]

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I. DEVELOPMENTAL AREA - SELF

II. EDUCATIONAL LEVEL - ELEMENTARY K-6

III. DEVELOPMENTAL OBJECTIVE (KNOWLEDGE)

To develop a knowledge of self as it relates to career development.

A. Behavioral Objective (Cognitive)

Situation - Given two hours of classroom time and some pictures which depict a person engaged in thinking, feeling and behaving for all

Population - second grade students and

Treatment - following a lesson about self-development, which involves the use of stories, films and puppets,

Outcome Criterion - 90% of the students will be able to make a basic distinction between thinking, feeling, and behaving.

B. Program Objective

Context - To provide for each second grade classroom (setting), a teacher and a counselor (agents), storybooks, films, scripts, and puppets (materials)

Content - demonstrating personal development

Process - through puppet shows, storytelling and discussions.

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I. DEVELOPMENTAL AREA - SELF

II. EDUCATIONAL LEVEL - MIDDLE OR JUNIOR HIGH SCHOOL

III. DEVELOPMENTAL OBJECTIVE (ACCEPTANCE)

To develop a greater acceptance of self relative to career development.

A. Behavioral Objective (Affective)

Situation - Given one hour of classroom time and a list of 20 adjectives which describe persons in terms of thinking, feeling and behaving for all

Population - seventh grade students, and

Treatment - following a small-group interaction during which students will provide feedback to each other regarding their personal preferences for an occupation

Outcome Criterion - 80% of the students will describe their thoughts, feelings, and behavior during the discussion on the adjective checklist, listing at least one reason for their thoughts, feelings and behavior.

B. Program Objective

Context - To provide for each seventh grade classroom (setting), a teacher and a counselor (agents), paper, pencils and an adjective list (materials)

Content - and an opportunity to rate their thinking, feeling and behaving as it relates to career development

Process - through small-group interaction.

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I. DEVELOPMENTAL AREA - SELF

II. EDUCATIONAL LEVEL - SENIOR HIGH SCHOOL

III. DEVELOPMENTAL OBJECTIVE (AFFIRMATION)

To develop an affirmation of self in relation to career development.

A. Behavioral Objective (Affective)

Situation - Given one hour of class time and one-half hour of group counseling per each cluster of students for all

Population - eleventh grade students, and

Treatment - following a small-group counseling session, during which students discuss how occupations affect their thinking, feeling and and behaving about self

Outcome Criterion - 75% of the students will be able to explicitly write five reasons why occupational choice will influence the way they think, feel and behave toward self.

B. Program Objective

Context - To provide for each eleventh grade classroom (setting) a teacher and a counselor (agents), paper and pencils (materials)

Content - and an opportunity to respond verbally to the relationship between occupational choice and self (or respond in written form)

Process - through small-group counseling.